 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Mr. Vogel **Lesson #: 1 Facet:** Explanation  
**Grade Level:** 10 **Numbers of Days:** 3   
**Topic:** American Foreign Affairs Post World War II  
  
**PART I:**  
  
**Objectives**  
Student will understand that America's involvement in WW2 led to increased investment in foreign affairs.  
Student will know nuclear proliferation, United Nations, Communism, state sovereignty.  
Student will be able to demonstrate understanding of democracy Post World War II.  
**Product: iMovie**  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Content Area: Social Studies  
Standard Label: E1 Historical knowledge, concepts, themes, and patterns  
Grade Level Span: Grade 9-Diploma "World War 2 and Post War United States 1939-1961"  
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Rationale:**   
Students will understand American democracy by exploring the impact of American influence and the push for democracy around the world following World War II.  
  
**Assessments**   
  
**Pre-Assessment: (Lesson 1 only)**  
Present a group discussion or class created timeline of events in WWII and Post WWII.  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students will use quick writes to write down their understanding of concepts discussed in class.  
**Section II – timely feedback for products (self, peer, teacher)**  
Self-assessment will involve a checklist of material needed to be covered in the iMovie. A rubric will be used to score and provide feedback to students about their iMovie.  
  
**Summative (Assessment of Learning):**  
iMovie: (75 points) Use an iMovie to create a democracy advertisement to show understanding of democracy in Post WWII. The democracy advertisement will showcase both how American's think of their own system of government and the ideal style of government that every nation in the world should follow. The key to this project is to understand the biases that American had of its own government as well as the staunch opposition to communism.  
  
**Integration**  
**Technology:**   
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, the iMovie will be used and students will try out different methods of recording videos and information.  
**Content Areas:**   
**English:** Students will be expected to use persuasive writing to create advertisements for the product. Students will also be expected to answer short answer questions or write complete sentences on worksheets or assignments.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the Venn Diagram to compare and contrast the Communism and Capitalism. Students will participate in mix-pair-freeze to familiarize themselves with key figures, actions and words. Students group with one other person in their immediate area. If there is an odd number of students, one group of three will be formed by the teacher. If there are problems (such as students being left out) teacher will direct the grouping of remaining students.  
**Section II – Groups and Roles for Product**  
Students in groups will use iMovie to create a advertisement for democracy that might be viewed on TV to share in front of the class. Students will work in groups of three picked by the teacher. Accommodations will be made if there are not enough students to form a group of three and will allow for either two groups of two or one group of two.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** Students will come up with dialog specific to the 40s and 50s they are making the advertisement for.  
**Logic:** Students will look for patterns in the use of democracy when dealing with problems, issues, and other countries and write about it in quick writes.  
**Visual:** Students will be able to visualize democracy and political interference in the form of an iMovie.  
**Musical:** Students have the option of incorporating music of the 40s and 50s or music that fits in the Post World War II era in their iMovie.  
**Kinesthetic:** Students will be able to physically act out scenes in the iMovie.  
**Intrapersonal:** Students can work in groups to create an advertisement.  
**Interpersonal:** Students will be able to express themselves individually through quick writes on the spread of democracy after WW2.  
**Naturalist:** Students will need to understand and write about the different environments that politicians and soldiers experienced in Europe after World War 2.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Students who are absent for a whole lesson will need to work with other students to catch up on notes. Students can see the teacher to obtain missed assignments and make up quizzes or other forms of assessment. The Student must check in with the teacher about the missed lesson before the end of the next lesson.  
  
**Extensions**  
  
**Type II technology:**  
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, the iMovie will be used and students will try out different methods of recording videos and information. This is type II because the iMovie requires students to pull videos or use student created videos in a way that compliments critical thinking.  
**Gifted Students:**  
Instead of gifted students creating an American democracy advertisement, they will work on creating a counter democracy advertisement. These students will create an advertisement that acknowledges the flaws or challenges the ideals and policies that make up American democracy.  
  
**Materials, Resources and Technology**  
*Laptops (iMovie, or windows live movie maker) - needed to create ads for democracy*  
*Projector - needed to present ads in class*  
*Rubrics - scoring sheet for teacher and overview for students on their democracy ad*  
*Graphic Organizer - students will use in an activity to write notes for USSR and US actions*  
  
**Source for Lesson Plan and Research**  
[http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm) -- Cooperative Learning Website from Practicum 2013 class wiki  
  
<http://windows-live-movie-maker.en.softonic.com/> -- Windows Live Movie Maker download site  
  
<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf> -- Venn Diagram site  
  
<http://www.theatlantic.com/infocus/2011/10/world-war-ii-after-the-war/100180/> -- Aftermath of World War II picture gallary  
  
<http://www.wilsoncenter.org/program/nuclear-proliferation-international-history-project> -- Website detailing a huge amount of nuclear weaponry history  
  
<http://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat> -- Website detailing US policy for nuclear weapons, the spread of nuclear weapons and who has nuclear weapons  
  
<http://www.un.org/en/aboutun/history/> -- Website with history of United Nations  
  
<http://www.differencebetween.net/miscellaneous/difference-between-communism-and-capitalism/> -- Website comparing Communism to Capitalism  
  
<http://www.beyondintractability.org/bi-essay/sovereignty> -- Website on State Sovereignty  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
Room Arrangement: Desks will be grouped in fours.  
  
Day One: Introducing Nuclear Proliferation and Communism vs Capitalism 80 Min.  
**Syllabus** (10 min): Discussion and overview of how the unit will proceed.  
**Pre-assessment** (15 min): Present a group discussion or class created timeline of events in WWII and Post WWII.  
**Hook** (5 min): A YouTube video of a nuclear explosion.  
**Presentation on Nuclear Proliferation** (10 min): An overview of the development and spread of nuclear weapons.  
**Discussion on American nuclear policy and USSR agenda** (20 min): Students will analyze and discuss the different viewpoints and objectives of the two sides.  
**Venn Diagram** (15 min): The Venn Diagram will compare Communism against Capitalism.  
**Assignment for next class** (5 min): Add more details to Venn Diagram.  
  
Day Two: United States and the United Nations 80 Min.  
**Think-Pair-Share** (10 min): Venn Diagrams will be shared in groups and as a class.  
**Introducing iMovie** (15 min): Students will have the chance to explore various options of iMovie or Windows Live Movie Maker.  
**Introduce iMovie project** (5 min): Teacher will explain the iMovie assignment which is creating an ad for democracy.  
**Presentation on United Nations** (15 min): Teacher will go over how the United Nations were formed and some of the actions taken by the United Nations in Europe following World War II.  
**Quick Writes** (15 min): Students will write down their ideas covering the United Nations effectiveness and relate it to the previous day's class discussion.  
**iMovie work time** (20 min): Students will have this time to begin work on the iMovie project. They can bounce ideas off each other, troubleshoot with the teacher, and begin recording.  
  
Day Three: State Sovereignty 80 Min.  
**Mix-pair-freeze activity** (10 Min): Students will be handed vocab words and be asked to explain it to a partner before switching partners and vocab words.  
**Presentation on State Sovereignty** (15 min): Teacher will discuss the different opinions on State Sovereignty and how it affects many issues in Europe following the war.  
**Class Discussion** (15 min): How does the United Nations affect the idea of State Sovereignty?  
**Activity on State Sovereignty** (20 min): Students will be divided into four groups. Two groups will explore examples for positive changes and reasons for State Sovereignty. The other two groups will explore examples of negative changes or challenges to State Sovereignty. The last five minutes of this activity will be a review as a class over the material covered in the four groups.  
**Presentation of Advertisements** (20 min): Volunteers will present their advertisements and talk about the reasons for what they decided to put into the advertisement.  
  
Students will understand that America's involvement in WW2 led to increased investment in foreign affairs. The first lesson will focus mostly around how the United States handled the United Nations, the growing conflict between Communism and Capitalism and the threat of nuclear weapons. The United States is currently a world power and has incredible involvement in the affairs of other nations. As a result, this lesson will provide an opportunity for the students to explore the actions taken by the United States that cemented its position as a world power. *Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* The hook will be a video of nuclear bomb detonations. Students will be asked to think about how nuclear holocaust can be prevented and how it has been prevented. This will introduce the idea that actions taken by the US to enforce both democracy and ideals on the rest of the world prevented nuclear holocaust and nuclear proliferation.  
**Where, Why , What, Hook Tailors:** Verbal, Logical, Visual, Interpersonal  
  
Students will know nuclear proliferation, United Nations, Communism and state sovereignty (see content notes). Students will use the Venn Diagram to compare and contrast Communism and Capitalism. The teacher in class should provide many of the key points that students can write down onto the diagram. The initial use of the diagram will hold mostly information about nuclear policies held by both sides. Students will be asked to hold onto the diagram and fill more in for each progressive lesson such as the views on the United Nations or State Sovereignty. The students will work individually at the end of day one and add more to the diagram for next class. The students will begin the next class with the activity Think-Pair-Share to share with other students what they came up with. Students will participate in mix-pair-freeze to familiarize themselves with key figures, actions and words. Each student is given a question, vocabulary word, or statement relating to democracy or communism and must walk around the room until while music is playing until the music stops (the music will be from the 40s and 50s). Then student have their partner explain their question and vice-versa. The vocab words will be selected from the content covered the two previous days. Student can then switch questions and the process is repeated. Students will use quick writes to write down their understanding of concepts discussed in class. This particular quick write will cover the topic of United Nations and its effectiveness in Europe. Students will be able to connect the United Nations to the previous class because of the involvement the United nations had in cross nation discussions.  
**Equip, Explore, Rethink, Tailors:** Kinesthetic, Musical, Verbal, Logical  
  
Students will be able to demonstrate understanding of democracy Post World War II. Students in groups will use iMovie to create a advertisement for democracy that might be viewed on TV to share in front of the class. Students will work in groups of three picked by the teacher. Accommodations will be made if there are not enough students to form a group of three and will allow for either two groups of two or one group of two. Students will be given class time during day two to explore basic options in the movie makers. The students will then be assigned a checklist of things to try with the movie maker for next class along with the suggestion to explore other options in the program. Self-assessment will involve a checklist of material needed to be covered in the iMovie. A rubric will be used to score and provide feedback to students about their iMovie. In the movie students should be prepared to incorporate action, environment, and language of the 40s and 50s.  
**Explore, Experience, Revise, Refine, Tailors:** Kinesthetic, Musical, Verbal, Visual, Logical, Naturalistic, Intrapersonal, Interpersonal  
  
Each student will be given a checklist to make sure they have completed each part of the iMovie advertisement. The teacher will use a rubric to grade the advertisement but the students have the option of showing the ad in front of the class and receiving peer feedback.  
**Evaluate, Tailors:** Interpersonal, Verbal, Intrapersonal, Logical  
  
**Content Notes**   
Students will know…..   
  
The first lesson is all about getting students to understand the intricacies of American foreign policies following World War II.  
  
Nuclear Proliferation:  
Students will learn about the impact nuclear weapons had on the world following World War II. The United States had just revealed the devastation that this weapon could bring and everyone wanted a piece of it. The United States for many reasons wanted to keep the threat of nuclear weapons under control. This meant that a significant portion of the nation's foreign policy revolved around protecting the US from nuclear threat and keeping a control on other nations who gained nuclear power. This ultimately led the US towards the confrontation with the USSR.  
  
United Nations:  
The United Nations was an idea dreamed up by FDR to replace the outdated and obsolete League of Nations. The United Nations was a political organization who's goals included peace between nations, foreign relief efforts, and some creation of international laws and regulations.  
  
Communism:  
Communism for this lesson will focus more on the issues the US and democracy had with this form of government. The discussion of the USSR's communism will be discussed in a later lesson.  
  
State Sovereignty:  
State Sovereignty has been an issue in the world for centuries. However, with the events of World War II and the development of the United Nations, the question of sovereignty has never been more critical. Students will explore the different viewpoints of Sovereignty and how the US influences and feels about the issue.  
  
**Handouts**  
*Rubrics*  
*Graphic Organizer*  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
All assignments will be handed out with a discussion in class along with a checklist covering all information needed to complete the assignment. The teacher will be available to answer any questions or concerns the student has regarding class content or expected work.  
  
***Microscope:***  
Students will be provided all the resources used in the class during presentations and activities. This will allow the students opportunities to look more in depth in the content covered in the classroom.  
  
***Puppy:***  
Each student is encouraged to share their ideas or thoughts concerning the topic being discussed. A significant portion of lesson one involves discussion between students. The discussions usually will involve small groups so the student does not feel pressured to speak to the whole class.  
  
***Beach Ball:***  
Besides covering the required parts of the checklist, the students are free to chose and add any other information or detail into their assignments. In addition, class activities like the Venn Diagram have no set information that is required to be written down. The student is able to choose what information (as long as it is accurate) to put onto the Venn Diagram.  
  
***Rationale:***   
I prefer to formalize the assignments in writing so the clipboards and microscopes know what information is expected from them. Otherwise many of the activities are free and hopefully engaging so the Beach Balls and Puppies have the opportunity to express themselves freely without being pressured into getting their answers right or wrong.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
**Pre-Assessment: (Lesson 1 only)**  
Present a group discussion or class created timeline of events in WWII and Post WWII.  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students will use quick writes to write down their understanding of concepts discussed in class.  
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iMovie: Use an iMovie to create a democracy advertisement to show understanding of democracy in Post WWII. The democracy advertisement will showcase both how American's think of their own system of government and the ideal style of government that every nation in the world should follow. The key to this project is to understand the biases that American had of its own government as well as the staunch opposition to communism.  
  
  
***Rationale:***  
The quick writes appeals to students who are Beach Balls and Puppies so they can express their learning freely. The Checklists are for students who are Clipboards or Microscopes and wanted a structured way of expressing their learning. The iMovie will appeal to all learning styles and show their learning of the class material.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(see Content Notes)  
  
***MLR or CCSS:***  
*Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.*  
  
***Facet:***  
Explanation: Students will be able to demonstrate understanding of democracy Post World War II.  
  
***Rationale:***   
The standard will be covered because the students will see how democracy was shaped due to America's involvement with European Reconstruction following the war.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will come up with dialog specific to the 40s and 50s they are making the advertisement for.  
**Logic:** Students will look for patterns in the use of democracy when dealing with problems, issues, and other countries and write about it in quick writes.  
**Visual:** Students will be able to visualize democracy and political interference in the from of an iMovie.  
**Musical:** Students have the option of incorporating music of the 40s and 50s or music that fits in the Post World War II era in their iMovie.  
**Kinesthetic:** Students will be able to physically act out scenes in the iMovie.  
**Intrapersonal:** Students can work in groups to create an advertisement.  
**Interpersonal:** Students will be able to express themselves individually through quick writes on the spread of democracy after WW2.  
**Naturalist:** Students will need to understand and write about the different environments that politicians and soldiers experienced in Europe after World War 2.  
  
***Type II Technology:***  
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, the iMovie will be used and students will try out different methods of recording videos and information.  
***Rationale:***   
Students will have the opportunity to explore the iMovie technology in a way that compliments their strong multiple intelligences. In addition the students will be encouraged to use their weaker multiple intelligences in a safe environment.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
A: Students will be able to explore new ways of expressing their ideas in class through the iMovie project. In addition, the class discussions will provide a safe learning environment for students to express their ideas or thoughts on the material being covered in class.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:***  
C: The Teacher will encourage and address different ways for students to accomplish the task set before them. Students will be able to demonstrate their understanding in a learning style they prefer and in coordination with the multiple intelligence they are strongest with.